

TRANSITION TO TEACHING FY 2002 PROJECT ABSTRACTS

ALASKA

Grantee: University of Alaska Fairbanks

Project Director: John Weise fnjw@uaf.edu

Project Type: Statewide/Rural

This grant builds on the Rural Educator Preparation Partnership (REPP) program which links Alaskans, living and working in rural areas, with the university system and a standards-based teacher certificate option for both elementary and secondary teachers. Based on transcript evaluations, candidates are enrolled as cohorts in web-based university courses that meet a minimum of twice a year at regional sites, participate in seminars, and are supported by trained mentors. Twenty-three certified teachers are expected to graduate each year. A comprehensive assessment of REPP-trained teachers in their first year of teaching will be used to improve the program's effectiveness.

ARIZONA

Grantee: Arizona Department of Education

Project Director: Julie Gasaway jgasawa@ade.az.gov

Project Type: Statewide/Rural

The funds from this project will be used to create new, comprehensive, customized, and effective models of long-distance learning, alternative routes to certification, marketing and benefit programs, teacher and principal training, mentoring, and follow-up. The project will identify working paradigms that can be replicated in other rural areas throughout the state. The program will work with out-of-field professionals from in and out of state, paraprofessionals, and emergency certified teachers. District-based mentors are assigned to teach each mid-career professional about Arizona State Standards and to assist them over a three-year period in their progress toward certification. Targeted LEAs have customized benefits programs and long distance learning strategies to support the advancement of these instructors to high-quality teaching.

Grantee: University of Phoenix

Project Director: Cindy Knott Cindy.Knott@phoenix.edu

Project Type: Regional/National/Rural

States involved: Arizona, Hawaii, and Nevada

Project Reach is a national collaboration between the University of Phoenix's online and on-ground campuses and high-needs school districts in Arizona, Hawaii, American Samoa, and Nevada. This project will prepare 310 new teachers. All participants will become knowledgeable of technology and how to use it, will meet the academic standards and teacher certification requirements required by their respective states, and will serve three years in a high-needs school. Participants will take part in a full mentorship program upon completion of their Master's degree and the successful passing of the State's

licensure/certification exam. Participants develop an on-line professional academic portfolio, and are recruited from recent college graduates, mid-career professionals, local military personnel, and paraprofessionals with a B.A. in a non-education field.

ARKANSAS

Grantee: University of Arkansas-Monticello

Project Director: Kathy King king@uamont.edu

Project Type: Local/Rural

One cohort per year of 60 new transitional teacher candidates are being recruited from new graduates, military, business and industry, and individuals who have bachelor's degrees to teach in south Arkansas schools. This fast-track transition-to-teaching program leads to licensing within the requirements of the state of Arkansas. Web-based courses and websites are used to facilitate communications, and a mentoring program assists in the retention of these transitional candidates.

CALIFORNIA

Grantee: Baldwin Park Unified School District

Project Director: Celia May Ullis Cmullis180@bpusd.net

Project Type: Local/Urban

One hundred eighty-six mid-career and paraprofessionals who already work in the Baldwin Park Unified School District and who have bilingual or special education experience are being recruited to teach in that district. Outside district recruitment includes additional hard to staff areas of math, science, and speech. The program provides an 18-month accelerated program that culminates in a B.A., has an emphasis in bilingual, special education, or other hard to staff secondary level teaching credentials, and provides support while teacher candidates transition into a state Intern Credential program. Participants receive hands-on individualized field-based practicum experiences. Veteran teacher mentors provide assistance and support during the training program.

Grantee: California State University, Hayward Foundation Inc.

Project Director: Leticia Ramírez lr Ramirez@csuhayward.edu

Project Type: Local/Urban

Project DREAMS (Developing Reading, English, Language Arts, Math, Science Teachers) expects to recruit 100 recent outstanding college graduates, with degrees in a field other than teaching, and 20 current, qualified mid-career professionals, with strong subject matter competency in math, science, foreign languages, or special education, during the first three years of the project. DREAMS allows ten of the recruited teachers to continue for an extra year to obtain their special education credential. In addition, 40 teachers who already have a credential will be recruited to serve as mentors, and they will obtain a master's degree. Professional development provided after completion of the program aids in the retention of these new teachers.

Grantee: California State University, Long Beach Foundation
Project Director: KimOanh Nguyen-Lam kclam@csulb.edu
Project Type: Local

Vietnamese and Mexican Americans working in non-teaching professional fields, former teachers from Vietnam or Mexico (credentialed in those countries), and bilingual Vietnamese and Americans currently working as school district paraprofessionals, with an Associate's Degree or higher, have been recruited to the High-Quality Minority Teacher Preparation Project. The program provides credentialing and intensive follow-up professional development programs, teacher networking, and mentoring support. This alternative certification process leads to a State-approved credential.

Grantee: InterAmerican College
Project Director: Maria Viramontes De Marin drmarin@iacnc.edu
Project Type: Local/Urban

Qualified local minority candidates have been recruited for the SCRIPT (Southern California Recruitment Institute for the Preparation of Teachers) Center to provide high need schools in the National City, South Bay, and San Ysidro school districts with more qualified minority teachers. SCRIPT offers a Bachelor of Arts degree for paraprofessionals, a credential program for graduate students, academic supportive services, personal and academic advisement, and tutorial and induction services for new teachers. The InterAmerican College provides candidates with a rigorous academic program, supportive services geared to retention and ensuring success, and assistance in placement in low-income, low-performing schools. Candidates have been recruited in the areas of science, math, and Spanish teaching on the high school level.

Grantee: Los Angeles County Office of Education
Project Director: Bonnie Cohn Cohn-bonnie@teachnow.la
Project Type: Local/Urban

Two hundred highly qualified paraprofessionals, currently employed by 44 identified 'high need' Local Education Agencies, are being trained for service as special education, math, and science teachers for low-performing schools in Los Angeles County. Distinctive features of the program include a combination of existing resources (the county office, the Teacher Recruitment Center, and local districts), and a countywide opportunity for paraprofessionals to transition to teaching.

Grantee: Stockton Unified School District
Project Director: Allyn Bulzomi abulzomi@stockton.k12.ca.us
Project Type: Local

Thirty highly qualified mid-career professional and recent college or graduate school graduates are being recruited yearly to increase the percentage of highly qualified teachers in the Stockton Unified School District. San Joaquin County Office of Education's IMPACT program, an alternative certification program through which candidates receive a California

Single or Multiple Subject Clear Credential in two years, recruits, prepares, and places eligible program participants as new classroom teachers. Interns receive 120 hours of pre-service coursework in the basic knowledge and skills needed to begin teaching, including organizing a classroom, classroom management, and lesson planning. Interns teach while earning their credential. IMPACT provides 375 hours of academic and pedagogical coursework and intensive field experience, with direct supervision of a site administrator, and with the guidance of an on-site mentor/peer coach who is an experienced teacher. Follow-up support and the formation of cohort groups contribute to the success of the training.

COLORADO

Grantee: Centennial Board of Cooperative Educational Services (CBOCES)

Project Director: Dana S. Selzer dselzer@cboCES.org

Project Type: Local/Rural

One hundred and ten high-quality, non-traditional teachers are being recruited over a four-year period to teach in classrooms of high-need districts or schools in the Northern Colorado and Pikes Peak regions through participation in the Teacher in Residence (TiR) program. TiR teachers attend orientation and training sessions on classroom management skills and basic standards-based lesson planning prior to entering their teaching assignments. They attend training sessions throughout the school year to learn instructional skills and are, by the end of year two, provisionally licensed to teach in Colorado. Each participant is provided with a support team, made up of a district-appointed mentor, building principal, and a coach, for their first three years of teaching.

Grantee: Colorado State University – Pueblo

Project Director: Victoria Marquesen victoria.marquesen@colostate-pueblo.edu

Project Type: Local/Rural

The Southern Colorado Teacher in Residence Partnership (SCTiRP), a collaborative effort between Colorado State University – Pueblo and 15 regional school districts, recruits and screens diverse quality candidates for teaching in high-need schools in southeastern Colorado. On-line modules and distance classrooms are used as alternative delivery models to traditional classes and are available, not only to program participants, but also to students in other alternative programs. Coaches and mentors provide training, classroom support, and resources; a variety of induction activities and professional development resources help support teachers once they leave the program.

Grantee: Western State College of Colorado Teacher Education Program

Project Director: Nella Anderson nanderson@western.edu

Project Type: Statewide/Urban/Rural

The Teach Now Program will recruit 108 second-career professionals and post-B.A. students with excellent academic records, emphasizing the recruitment of minorities, to teach in high-need LEAs and/or to teach in high-need academic subjects across the state. School support teams, recruitment, and induction programs are coordinated regionally; a Teach Now website publishes information for all (<http://www.western.edu/teachnow>).

Coursework is done both online and on campus. A procedure for developing a cadre of experienced full-time mentor teachers has been established, as well as a teacher corps induction program.

DISTRICT OF COLUMBIA

Grantee: District of Columbia Public Schools

Project Director: Kenneth Bungert Kenneth.Bungert@k12.dc.us

Project Type: Statewide/Urban

The program, Transitioning Our Provisional Stars (TOPS), is designed to increase the number, longevity, and diversity of highly qualified teachers in high-need elementary schools in the District of Columbia. Over the course of the project, 240 of the most promising provisionally certified teachers will be selected to participate in a State-approved, post-baccalaureate alternative certification program. Master teachers will be trained to serve as mentors to the provisionally certified teachers and to train other teachers as mentors. Participants will also receive on-site supervision from university clinical faculty to assist them in the development of teaching competencies. Financial support is also provided in the form of tuition assistance. In addition to helping 240 teachers attain full licensure, the program will build a sustainable mentoring capacity in high-needs schools.

Grantee: Howard University School of Education

Project Director: Joan Brown Joabrown@howard.edu

Project Type: National/Regional/Urban

Recent college graduates and mid-career professionals are recruited through this grant, with an emphasis placed on highly skilled candidates who are from urban communities. Black and Latino-serving colleges and universities are specifically included in the recruitment process. In addition to receiving instructional training in content areas, performance standards, pedagogical methodologies, classroom management, and technology, candidates receive training in culturally relevant teaching skills, community development, and other issues specifically related to success in urban public schools. A four-week summer training institute provides initial training. Candidates are placed in partner school districts in cohort groups of at least three and are provided with mentoring from master teachers. Necessary training and coursework are offered during the candidates' first year of teaching in order to meet all requirements for state teacher licensure/certification.

FLORIDA

Grantee: Duval County Public School

Project Director: Monica McAleer mcaleerm@educationcentral.org

Project Type: Local/Urban

Qualified mid-career professionals and recent college graduates who lack either subject area or professional practices certification requirements are being recruited to teach in 29 Duval County Public Schools. This alternative certification program provides recruitment and retention of teachers in the critical shortage areas of Exceptional Student Education (ESE),

mathematics, and science. A variety of options for certification are offered including a 14-month fast track avenue in mathematics and science; an apprenticeship track for ESE teachers; an on-line certification program for ESE teachers; an accelerated licensure for ESE paraprofessionals through on-the-job experiences and coursework; on-line Alternative Certification through the Florida Department of Education; and a progression of workshops designed and delivered through Duval County's Professional Development Plan to satisfy state certification requirements. Peer mentoring, school-based standards coaches, a Personalized Education Plan, on-line tutoring assistance, and regional training for peer mentors support recruitment and retention.

Grantee: Florida Department of Education

Project Director: Ava Byrne Ava.Byrne@fldoe.org

Project Type: Statewide/Urban/Rural

Mid-career professionals, including highly qualified paraprofessionals, and recent graduates from colleges of arts and sciences are being recruited, trained, and placed by the end of this project. These prospective teachers will earn full certification through participation in an alternative certification program prior to the beginning of their second year of teaching. This program also selects and trains mentors from teachers who have received recognition for their high performance. One mentor is provided for every two teachers in the program. Partnerships are established with three high-need school districts and include Marion, Polk, and Volusia counties.

Grantee: Highlands County School Board/Heartland Educational Consortium

Project Director: Sharon Conley Sharon.Conley@HeartlandEd.org

Project Type: Local/Rural

Mid-career professionals, highly qualified paraprofessionals, and recent college graduates are being recruited to serve in six rural school districts in the Heartland Educational Consortium (HEC), Lake Placid, Florida. The HEC and district websites provide information on teacher vacancies along with additional recruitment efforts by districts and the project coordinator. Seventy-five new teachers are expected to be hired annually. In order to retain new teachers, Eckerd College provides quality teacher training that includes assessment, observations, and appropriate professional development forums. Districts offer further support through induction programs, mentoring, and classroom experience. This alternative certification program meets school district and State of Florida teacher certification standards and laws.

Grantee: Palm Beach Community College

Project Director: Susan Caldwell caldwels@pbcc.edu

Project Type: Local/Urban/Rural

One thousand individuals with degrees in fields other than education and highly qualified paraprofessionals are being recruited to meet the teaching needs of Palm Beach County over the next five years. This program enables candidates to undergo a needs assessment, to develop an Individual Educational Plan for achieving certification, and to receive applicable program support services. A list of pre-approved certification courses is being developed. Transcript evaluation, academic advising, information about training opportunities, financial

aid and college admission application assistance, and appropriate referrals for other services as needed are offered by the program. A new-teacher mentoring program offers ongoing support for participants hired by the Palm Beach County School District.

Grantee: School Board of Orange County

Project Director: Nora Gledich gledicn@ocps.net

Project Type: Local/Urban

Highly qualified paraprofessionals who want to earn a bachelor's degree and full certification, and mid-career changers and recent college graduates are being recruited to serve in the Orange County school district. Teacher candidates participate in the Alternative Certification Program (ACP), which is designed to offer non-education majors, who have at least a bachelor's degree in a subject for which a teaching certificate may be issued, the opportunity to be trained as an educator. Highly qualified paraprofessional candidates participate in an education program for working professionals at Nova Southeastern University to receive their degrees in education.

Grantee: University of South Florida

Project Director: NO ONE NAMED AT THE MOMENT

Project Type: Local/Rural

Over five years, between 105 and 150 minority individuals, single parents, retired professionals, and retired military personnel will be recruited to teach in Pasco County schools. The purpose of this project is for participants to pass the Florida Teacher Certification Examination, the Professional Education Examination, and other state requirements, to be employed in district-identified critical shortage areas (special education, mathematics, science, and reading/language arts), and to be retained in Pasco County classrooms as effective teachers. The University of South Florida provides participants with a competency-based, individually developed approach that augments and enhances their work and life experiences. Mentoring, guest lecturers who are national education experts, stipends, and formative and summative evaluation plans are all offered.

GEORGIA

Grantee: DeKalb County School System

Project Director: Marcia Roberts rsailer2@aol.com

Project Type: Local/Urban

Mid-career professionals and recent college graduates who have the skills necessary to obtain teacher certification have been recruited to provide the DeKalb County School System with teachers, particularly in high-need subject areas. This program includes recruitment, training, mentoring, and retention strategies. The culturally diverse group of participants is trained through a local Alternative Teacher Certification Program in order to become certified, are placed in classrooms, and are mentored and coached. Unique to the grant is a dual mentoring model for each alternatively certified teacher. Each teacher is paired with a trained site-based mentor who is available on a daily basis, as well as with an Itinerant Teacher Support Specialist who travels between schools and spends at least one hour per

week observing the participant and collaborating with the site-based mentor for complete mentoring and coaching support.

Grantee: Georgia Professional Standards Board

Project Director: Cynthia Stephens Cyndy.Stephens@GAPSC.com

Project Type: Statewide/Rural

Reach to Teach in Georgia (RT²T), in the Georgia Professional Standards Commission, is attracting and developing highly qualified teachers in 65 eligible high-need schools within 18 Local Education Agencies (LEAs) across Georgia. With an emphasis on science and mathematics, the project recognizes and assists eligible LEAs and schools to attract, prepare, support, and retain teachers in critical fields, such as special and early childhood education, foreign languages, and other identified areas. Building and LEA administrators, Georgia Teacher Alternative Preparation Program providers, and RT²T Academy Faculty members engage over a three-year period in face-to-face demonstrations, cohort coaching, and electronic instructional techniques to support participants through the alternative route of preparation toward full professional certification and teaching career.

Grantee: The University of Georgia

Project Director: Betsy Rymes brymes@coe.uga.edu

Project Type: Local/Urban/Rural

Highly qualified but non-certified educational personnel (in particular, bilingual parent liaisons and paraprofessionals, but also mid-career professionals in other fields) who demonstrate competence and commitment to educating English Language Learners (ELLs) have been recruited to become long-term teachers for children in the Clarke County School District, Hall County School District, and Gainesville City Schools. Training in teaching English for Speakers of Other Languages (ESOL) and other continued professional development are provided. Candidates receive academic and social support through ongoing counseling services and training and the opportunity for teacher certification through two programs at the University of Georgia. High-quality, sustained in-service professional development, significant follow-up support, and on-going evaluation are included in the program.

Grantee: Valdosta State University

Project Director: Patricia Paterson Patricia.Paterson@usg.edu

Project Type: Statewide/Rural/Urban

The objectives of this program are: 1) to ensure that all teachers prepared through multiple alternative preparation programs meet performance expectations of the Board of Regents of the University System of Georgia (USG); 2) to increase the number and diversity of students admitted into teacher preparation programs; 3) to reach pre-specified institutional and System-level targets to increase the number and diversity of teachers prepared through each alternative teacher preparation program; and 4) to increase the number and diversity of USG prepared teachers hired, inducted, and retained by high-need LEAs.

HAWAII

Grantee: University of Hawaii

Project Director: Virgie Chattergy virgie@hawaii.edu

Project Type: Statewide/Rural/Urban

Over the five years of the grant, the goal is to produce 245 highly qualified science and math teachers to be placed in high-need schools in Hawaii. Individuals teaching science and math, who are unlicensed and have been hired on an emergency basis, are provided content-specific coursework and teaching strategies as well as help in preparing for relevant Praxis content exams. Another focus of the grant are paraprofessionals who are community college students preparing for, admitted to, and graduating from the College of Education of the University of Hawaii in secondary math and science. A post-baccalaureate alternative licensure route program has been implemented for individuals, who already hold science or math degrees, to become certified and to successfully enter secondary teaching.

IDAHO

Grantee: Lewis-Clark State College - Education Division

Project Director: Jannette R. Hill jhill@lcsc.edu

Project Type: Regional/National/Rural

Mid-career professionals, recent college graduates, and highly qualified paraprofessionals are recruited by this program to teach in the critical shortage areas of math, technology education, special education, ESL, reading, and music. Field-based training is emphasized. Participants become certified using state-approved alternative certification routes and are employed as teachers as quickly as possible. Continuing support for the first year of employment is provided through a variety of strategies, including regional electronic networks, professional development, mentoring, and supervision.

ILLINOIS

Grantee: Associated Colleges of Illinois

Project Director: Chris Johnston cjohnston@acifund.org

Project Type: Statewide/Urban

During a five-year period, this program will recruit, certify, and induct as many as 440 new teachers for high-need schools. Building on existing alternative certification models developed by the Golden Apple Foundation, the Associated Colleges of Illinois (ACI), and the Chicago Public Schools, the Transition to Teaching Program will target mid-career professionals and recent graduates of ACI institutions. The use of provisional employment as a condition of admission to the program, immediate placement in high-need schools, and comprehensive induction and mentoring will help these new teachers acculturate and provide them with incentives to remain in service at their schools.

Grantee: Benedictine University
Project Director: Eileen Kolich ekolich@ben.edu
Project Type: Local/Urban

Mathematics and science professionals with at least five years of work experience are being prepared to teach middle and secondary school mathematics and science in Illinois. Candidates immerse themselves in an intensive problem-based summer teacher preparation program followed by a paid, year-long, mentored teaching internship in a local school. Successful candidates receive Illinois teacher certification and, as a result of their teacher preparation program, they are able to implement standards-based learning experiences that foster inquiry, problem solving, and making connections within and among mathematics, science, and real-world situations. New teachers remain connected to Benedictine University for continuing professional development during their critical induction years.

Grantee: Chicago Public Schools
Project Director: Donald Feinstein DFeinstein@chicagoacademy.org
Project Type: Local/Urban

Talented college graduates and experienced professionals, interested in pursuing a career in education, have been enlisted in the Academy for Urban School Leadership to serve in the Chicago Public School system. Aspiring teachers complete a 12-month teacher preparation program, including graduate-level coursework, and a 10-month teaching residency at the Chicago Academy, Chicago's first contract school established by the Academy. Upon completion of the program, participants earn a Masters in Arts of Teaching and an Illinois teaching certificate and are placed, in groups of two to five, into carefully selected Chicago Public Schools. They are supported by five years of on-going training, support, and professional development.

Grantee: Governors State University
Project Director: Karen Peterson k-peterson@govst.edu
Project Type: Local/Urban

Over the next five years, 200 professional individuals who want a mid-career change, and paraprofessionals who already work in schools, are being trained to teach in elementary schools in six partnering Local Educational Agencies (LEAs) in south suburban Chicago. Participants who complete the selection process are offered a contract to work as a provisional teacher before they enroll in the 16-month program. They begin working as full-time provisional teachers in the high-need partner LEAs five months after they begin the program. Governors State University provides intensive mentoring and assessment components. Participants complete the program requirements while they work; at the end of the program, they receive State of Illinois teacher certification for elementary, grades K–9. The program is anticipating expansion to special education and/or secondary science.

Grantee: Illinois State University

Project Director: S. Rex Morrow srmorro@ilstu.edu

Project Type: Local/Urban

A minimum of 60 paraprofessionals whose first language is not English have enrolled in the Teachers for All Children program to prepare to be bilingual teachers certified to teach English Language Learners. Participants receive their bachelor's degree and become certified to teach elementary students as well as English as a Second Language when they complete the State of Illinois' requirements for regular teacher licensure. Mentoring and continued professional development are provided as graduates complete their first three years of teaching in a high-need school.

KANSAS

Grantee: Kansas State Department of Education

Project Director: Martha Gage mgage@ksde.org

Project Type: Statewide/Rural/Urban

Two hundred new teachers who represent shortage areas in the state are being recruited and trained to work in high need LEAs through this program. An online collaborative program has been developed and is offered by accredited teacher education institutions; it addresses the Kansas professional education standards and is available statewide. Statewide mentoring and induction programs support new teachers in their early years of classroom experience.

Grantee: University of Kansas Center for Research, Inc.

Project Director: George Crawford georgec@ku.edu

Project Type: Local/Urban

The Partnership in Education project identifies and supports the development of one hundred and sixty individuals who are interested in changing careers. Priorities of the project are 1) recruiting, preparing, and hiring classroom teachers in critical shortage areas of math and science for high-need urban schools in the Kansas City school district; 2) providing high quality preparation based on Kansas' standards; and 3) providing intensive induction and mentoring support during the new teachers' first years of professional practice. The University of Kansas is committed to assuming the costs of curriculum delivery and the district is committed to funding the induction and mentoring program after federal support expires.

KENTUCKY

Grantee: Campbellsville University

Project Director: Deb Richard dgrichard@campbellsville.edu

Project Type: Local/Rural

Campbellsville University is partnering with 26 high-need school districts to recruit, train, place, and retain 40 highly qualified learning and behavior disorder teachers per year for five years. College graduates with academic backgrounds in areas other than teacher preparation, mid-career professionals, and highly qualified paraprofessionals with two years of classroom experience and a minimum of 90 college hours have been targeted. Teacher Routes to Alternative Certification (TRAC) offers both an undergraduate and a graduate degree program leading to teacher certification in learning and behavior disorders. Online courses, field experiences, teleconferencing, classroom applications, and on-site mentors are provided. Students have access to an extensive virtual library of resources and references, participate in chat sessions with other classmates, complete hands-on applications, and conduct field experiences within special education classrooms.

Grantee: Green River Regional Educational Cooperative, Bowling Green

Project Director: Elizabeth Storey lstorey@grrec.coop.k12.ky.us

Project Type: Local/Rural/Urban

The Green River Regional Educational Cooperative (GRREC) is working with Western Kentucky University (WKU) and 18 high-needs school districts in the GRREC consortium to recruit, train, place, and support 89 highly qualified local mid-career professionals and recent college graduates through four cadres. Candidates commit to a three-year teaching position, participate in WKY's 14-month Alternate Route to Teacher certification program, and complete the Kentucky Teacher Internship Program (KTIP). They also are supported by a number of mentoring and induction strategies, including sustained professional development, internships and coaching, and will be certified by the Kentucky Educational Professional Standards Board.

Grantee: University of Louisville Research Foundation, Inc.

Project Director: Gina D. Schack gina.schack@louisville.edu

Project Type: Local/Urban

The Louisville Regional Partnership for Teacher Recruitment and Retention (LRPTRR) is recruiting 40 highly qualified recent college graduates, mid-career professionals, and paraprofessionals each year, ten of whom are of minority ethnicity. Candidates begin their academic work in June, participate in a school district orientation and are assigned mentors in August, meet regularly with their school-based Professional Development/Lesson Study Teams, and will be fully certified the following May. LRPTRR offers simplification and streamlining of admissions procedures and program requirements, provision of mentoring and support at the university through a program coordinator, provision of extended school-based mentoring, ongoing school-based professional development, improved alignment of university and school district systems, a number of research studies that yield information

for program improvement, and an increased number of minority candidates in the pipeline for teacher education programs.

LOUISIANA

Grantee: University of New Orleans

Project Director: Janet Williams jdwillia@uno.edu

Project Type: Local/Urban

The Transition to Teaching in Urban Schools project is recruiting 64 new teachers, each year, to teach in the greater New Orleans area. Coming from other careers or as recent graduates of college in areas of study other than education, participants are being recruited for four high need areas: middle school education, science education (grades 7-12), mathematics education (grades 7-12), and special education (mild/moderate disabilities in all grade levels). Thematic coursework, intensive field experiences, multiyear mentoring, peer assistance, and active recruiting are all components of the program. A follow-up mechanism ensures that all teachers are effective.

Grantee: Xavier University of Louisiana

Project Director: Rosiland P. Hale rhale@xula.edu

Project Type: Local/Urban

Fast Track to Teaching is an alternate route to teacher certification run by Xavier University of Louisiana through its Division of Education. This graduate program is for candidates with undergraduate degrees in areas other than education. It includes free tuition, stipends, and tutoring for success on the teacher licensure tests. Participants have the benefit of mentors as they transition into the teaching profession. An overall goal is to increase the number of highly qualified minority teachers in the areas of mathematics, science, and special education to teach in the New Orleans area.

MAINE

Grantee: University of Maine

Project Director: David Brown david.brown@umit.maine.edu

Project Type: Statewide/Rural

Three cohorts of 25 individuals will be recruited, conditionally certified, and hired in three high-needs areas of Maine. These individuals are mid-career professionals from various fields, who possess strong subject matter skills and personal attributes, and recent college graduates, who have outstanding academic records and a baccalaureate degree in a field other than education. This program expects to have 95% of the conditionally certified teachers (CCTs) complete a comprehensive portfolio documenting their mastery of Maine's Initial Teacher Certification Performance Standards, pass Praxis I and II, and be certified by the Maine Department of Education.

MARYLAND

Grantee: Baltimore City Public School System

Project Director: Roger Schulman rschulman@bcps.k12.md.us

Project Type: Local/Urban

The Baltimore City Teaching Residency, an initiative of the Baltimore City Public School System, is an alternative certification program seeking outstanding young and mid-career professionals committed to teaching Baltimore City's children. These professionals, from a variety of careers, bring their experience, knowledge, and record of achievement to the lives of their students. One hundred outstanding new teachers will be selected to receive a pre- and post- placement induction, support activities including mentoring, and graduate-level certification coursework resulting in a Standard Professional Teaching Certificate. Placement activities ensure teachers are placed in high-need schools and in fields in which they are highly qualified to teach.

Grantee: Maryland State Department of Education

Project Director: Virginia Pilato vpilato@msde.state.md.us

Project Type: Local/Rural and Urban

Maryland's Alternative Routes to Certification Options (MARCO) has targeted career changers with bachelor's (or higher) degrees, transitioning military personnel and their spouses, and other liberal arts graduates to teach in Prince George's County. Three hundred new teachers will be recruited, trained, hired, and certified in critical shortage areas by 2007. Ongoing content-based professional development and mentoring ensure teacher retention. A comprehensive database of the MARCO teachers in Prince George's County will be developed; it will include demographic data and performance outcome data, including employer satisfaction.

MASSACHUSETTS

Grantee: Boston Public Schools

Project Director: George Cox gcox@boston.k12.ma.us

Project Type: Local/Urban

Approximately 130 career changers, recent college graduates, licensed teachers in low-need license areas, paraprofessionals, and long-term substitutes who have undergraduate degrees are being recruited each year for high needs license areas in the Boston Public Schools. Pre-service support to pass the states' test for provisional licensure, an opportunity to co-teach in the district's classrooms, and substantial supports such as mentoring, coaching, networking, and counseling are offered. In-service coursework that meets state requirements for initial licensure and that earns credit toward a master's degree, required for professional licensure, is also included.

Grantee: Massachusetts Department of Education
Project Director: Eileen Murphy emurphy@doe.mass.edu
Project Type: Statewide/Urban

This grant enhances and improves the Initiative Institute, an alternative licensure program. It expands and improves recruitment efforts through an aggressive campaign to recruit minority participants. These participants have high-demand majors backgrounds and will be placed in high-need districts. All participate in quality mentoring and induction programs, sustained in-service professional development in the form of seminars, in-class observations, and targeted support to develop their teacher portfolios that lead to initial licensure. These opportunities encourage new teachers to stay connected with their cohort of teachers throughout the state and to participate in a culture of collaborative professionalism.

MICHIGAN

Grantee: Saginaw Valley State University
Project Director: Susie Emond semond@svsu.edu
Project Type: Local/Urban

Highly qualified candidates are recruited into the teaching profession through this program, with an emphasis in the areas of math, science, and special education. Training that leads to certification is offered, as are sustained effective mentoring and induction programs to ensure retention and effectiveness.

Grantee: School District of the City of Detroit
Project Director: Pamela Kosteva pamela.kosteva@detroitk12.org
Project Type: Local/Urban

Building Effective Support for Teachers (BEST) is a Detroit Public Schools project designed to support mid-career changers already in alternative routes to teaching. Candidates participate in programs at three institutions of higher education: University of Michigan, Marygrove College, and Wayne State University. The project trains mentors to provide support for the teaching candidates and expedites activities to prepare candidates for the classroom in the district's high-needs schools. Many participants are active in cohort groups, and professional development is provided during the three-year induction process.

Grantee: School District, City of Flint
Project Director: Gail Ganakas gganakas@flintschools.org
Project Type: Local/Urban

The Flint Community Schools Transition to Teaching program goal is to assist in recruiting, preparing, and providing sustained quality support to future highly qualified teachers in the Flint urban district. Partnering universities have identified over 300 potential mid-career candidates in the school district. The desire to commit is attractive because of the \$500 scholarship, local proximity, and flexibility in the workplace. The vast majority of potential

candidates lives in Genesee County and exhibits commitment to the school district's workplace.

MISSISSIPPI

Grantee: Mississippi Department of Education

Project Director: Kim Esco Collins kesco@mde.k12.ms.us

Project Type: Statewide/Rural

Transitioning into Education for America's Children (TEACH) focuses on attracting mid-career professionals, retirees, and recent non-teacher education college graduates who possess strong backgrounds in math, science, foreign language, and special education to teach in Mississippi critical shortage areas and/or Rural Education Achievement Program (REAP) schools. Selected participants are eligible to receive training and support that enables them to obtain licensure through one of three alternative route programs. After completing this licensure process, they are provided with job placement services, trained mentors, subject area professional development, technology training, and classroom management through their first three years of teaching.

MISSOURI

Grantee: Northwest Missouri State University

Project Director: Jan Glenn jglenn@nwmissouri.edu

Project Type: Local/Rural

This grant expands the Northwest Alternative Teacher Certification program to include a cohort from Kansas City area schools. Enhanced recruitment, facilitation of teacher candidate supervision, and observation through the use of ITV equipment are all a part of the program. Learning communities are created among candidates, technology is infused into the program, and a creative and aggressive recruitment program are all a part of the expanded program. The Northwest Alternative Teacher Certification program has been in place since 2001; teachers are eligible to be fully certified after their third year of teaching in rural schools.

MONTANA

Grantee: Montana State University

Project Director: Robert MacDonald rmacdonald@montana.edu

Project Type: National/Regional/Rural

This program focuses on recruiting teachers nationally, regionally, and locally to become secondary teachers in high-need schools of Montana, South Dakota, and Wyoming. The audience for recruiting includes experienced professionals, soon to retire or retired service members, and Native Americans. A website serves as a clearinghouse for information, communication, instruction, and networking. The compact six-course sequence is delivered on-site and/or via asynchronous distance technology; an optional two courses completes all requirements for a master's degree. A year-long internship is based on the resident teaching

model and includes on-site master teachers. Retired and in-service teachers are recruited and trained to be mentors.

NEBRASKA

Grantee: Nebraska Department of Education

Project Director: Sharon Katt skatt@nde.state.ne.us

Project Type: Statewide/Rural

Individuals who have a baccalaureate degree in a content area for which there is a secondary education specialization are candidates for alternative certification under this program. A special emphasis is placed on traditionally underrepresented populations (ethnic, gender, socioeconomic, and persons with disabilities). Candidates complete an assessment of college courses and academic achievement at the statewide assessment center and develop a plan for completion of a secondary education teacher preparation program prepared collaboratively with the assessment center. This project also provides training for mentor teachers and supports the development of on-line professional education courses and professional development seminars.

NEVADA

Grantee: Clark County School District

Project Director: Dan Bittman dbittman@interact.ccsd.net

Project Type: Local/Urban

The mission of the Alternative Routes to Licensure Department is to recruit and prepare highly qualified candidates from mid-career, non-education professions into high-need teaching positions. Currently, the Clark County School District has critical shortage areas in special education, bilingual education, Teaching English as a Second Language (TESL), and secondary math. In the fastest growing city and school district in the nation, the end goal is to provide highly qualified teachers for our students.

NEW JERSEY

Grantee: Kean University

Project Director: Ethel Young eyoung@kean.edu

Project Type: Local/Urban

One hundred and sixty recent B.A./B.S. graduates and mid-career professional teacher candidates have been recruited, particularly from underrepresented groups, for mathematics, science, special education, and bilingual/ESL teaching shortages. Kean University's Center for Recruitment, Retention, and Reform of Teacher Education recruits, prepares, and retains educators; reforms and strengthens PDS learning communities; develops extensive and intensive clinical experiences; extends professional development opportunities; and offers support to project participants during the first three years of teaching.

Grantee: Montclair State University

Project Director: Cynthia Onore conorec@mail.montclair.edu

Project Type: Statewide/Urban

Two hundred and seventy new teachers are being recruited, prepared and mentored in math, science, and special education classrooms in high-need urban districts following an eight-week summer experience. Recent college graduates and career-changing professionals are recruited and prepared to be effective urban educators. An urban summer teaching internship, intensive mentoring throughout the first year of service, on-going coursework, an interface with Master's degree programs at consortium universities, open access to an online beginning teacher network, and an onsite peer coaching and buddy system for years two and three of service are included. Graduate credits earned in the program can be folded into a Master's program at any of the four participating IHEs.

NEW MEXICO

Grantee: Farmington Municipal School District, Farmington

Project Director: Linda Coy lcoy@fms.k12.nm.us

Project Type: Local/Rural

The Farmington and Bloomfield Municipal Schools are working with the Shiprock and Eastern Navajo BIA Agencies to address teacher shortage concerns for the schools in New Mexico. One hundred and fifty qualified mid-career professionals from business and industry, paraprofessionals from public schools, and interested recent college graduates from fields other than education are enrolled in an individualized fast track teacher certification and/or undergraduate/graduate teacher education program at various colleges and universities, including Prescott College. Those who complete the program and maintain employment as a teacher in a participating high-need school for at least three years will receive a \$2000 education scholarship. Highly qualified teacher mentors are identified and trained to support the program graduates. Sustained in-service, professional development, and intensive mentoring and induction services help retain and support these new teachers.

Grantee: Gallup-McKinley County Schools

Project Director: Karl Herr kherr@gmcs.k12.nm.us

Project Type: Local/Rural

One hundred and thirty-five mid-career professionals, paraprofessionals currently serving in education, and recent college graduates who are interested in becoming teachers in McKinley County, New Mexico, are being recruited over a five year period. Peer mentoring initiatives, special professional development events designed for first and second year teachers, placement, and other support/retention initiatives are included in the program.

Grantee: New Mexico Department of Education
Project Director: Kersti Tyson ktyson@sde.state.nm.us
Project Type: Statewide/Rural/Urban

This program expects to recruit and train 700 individuals to become public school teachers during five years. New college graduates, mid-career professionals and military retirees are being targeted for recruitment. This program uses a competency-based, school-based portfolio assessment process. Long-term support is provided through beginning teaching mentoring and targeted professional development.

Grantee: Northeastern New Mexico Rural School Consortium
Project Director: Dana Stoltz Gray hprecdana@bacavalley.com
Project Type: Local/Rural

The purpose of this project is to recruit, train, place, and support paraprofessionals who are currently employed in five districts in northeastern New Mexico, in order for them to become certified, qualified teachers. Recruits are linked with distance education programs in order to complete college degrees, benefit from an on-going professional development program, and develop individual Academic Achievement Plans. In addition, participants are supported through tuition scholarships and on-going mentoring and coaching.

NEW YORK

Grantee: Discovery Institute-College of Staten Island/City University of New York
Project Directors: Leonard Ciaccio and James Sanders ciaccio@postbox.csi.cuny.edu; sanders@postbox.csi.cuny.edu
Project Type: Local/Urban

This grant is a part of the College of Staten Island's Discovery Institute. High performing non-teacher education college seniors who are having doubts about their career plans are targeted. Candidates are enrolled in a State approved alternative route to certification and receive continuous academic and career advisement and counseling. They are placed in high need school teaching positions, receive a year-long practicum course designed to prepare and review classroom lessons on a week-to-week basis during their first year of teaching, and benefit from on-site mentoring from retired NYC exemplary teachers. They also participate in small group weekly curriculum development workshops, and get continuous use of the Discovery Institute teacher center, which includes consultants, computer and science labs, and seminar rooms.

Grantee: Mercy College

Project Director: Constance Bond CBond@mercy.edu

Project Type: Local/Urban

One hundred and twenty mid-career professionals and recent college graduates, with academic backgrounds in areas other than teacher preparation, are being recruited and enrolled in this alternative teacher certification program that leads to a Master's degree in education and full state certification. They will primarily be placed in critical teacher shortage areas of mathematics, general sciences, bilingual education, ESL, and special education in Regions 1 and 2 in the Bronx. A variety of academic and support services are provided, including mentoring and continuing professional development, to ensure that these new teachers are retained during the first critical years of service.

Grantee: New York City Board Of Education

Project Director: Vicki Bernstein vbernste@nycboe.net

Project Type: Local/Urban

Two hundred and forty highly qualified paraprofessionals will be recruited over five years for this program to teach in New York City Public Schools. They will receive tuition scholarships for a New York State approved Master's degree program for teacher interns and support in meeting all testing and workshop requirements for New York State certification. Seventy-five of these recruits will receive additional training for either bilingual or special education certification. All successful participants will be placed in high-need schools and will receive in-service professional development during their first years of teaching.

Grantee: New York State Education Department

Project Director: Ruth Pagerey rpagerey@mail.nysed.gov

Project Type: Local/Urban

New York State is providing funding from this grant to independent teacher preparation institutions partnering with the New York City Teaching Fellows Program for the purpose of expanding the program. Successful participants are placed in New York City schools. Approximately 400 additional teachers will be prepared over four years.

Grantee: Niagara Falls Board Of Education

Project Director: Maria Miklitsch mmiklitsch@nfschools.net

Project Type: Local/Urban

This program recruits mid-career and soon-to-be retired professionals who have work experience in high need subject fields and who have academic preparation in appropriate areas. Downsizing in this community has created an over-abundance of engineers, chemists

and other scientists who are being targeted for this program. In addition, independent and parochial school teachers, college professors and instructors, and recent college graduates with outstanding academic backgrounds in fields other than education are being recruited. All successful participants will eventually teach in the Niagara Falls School district, which provides recruits with personal support needed to ease their transition to a new career. This support includes appropriate short-term training in such areas as pedagogy and classroom management, technology training, and co-teaching, observation and consultation with experienced teachers.

Grantee: RF CUNY on Behalf of Lehman College

Project Director: Victoria Rodríguez MARIVIRO@aol.com

Project Type: Local/Urban

One hundred highly qualified para-educators will be recruited over five years and provided with individualized academic assessment and advisement to determine the most efficient path to a BA degree and a New York Teacher Certification. Participating students receive a laptop, a summer stipend to allow uninterrupted attention to studies, and support in the effective use of technology. Weekend, evening, and summer classes are offered to accommodate the students' work life. Support networks have been established, and program participants are involved in existing learning communities in the Bronx portion of the Harlem-Bronx Empowerment Zone.

NORTH CAROLINA

Grantee: Appalachian State University

Project Director: Regis M. Gilman GilmanRM@appstate.edu

Project Type: Local/Rural

At least 175 teachers are being trained through the Appalachian Transition to Teaching Program (ATTP). New (2003-2004) lateral entry teachers already teaching on a provisional basis in schools within the ATTP region and licensure-only potential teachers who have non-education degrees in fields that may or may not align with existing licensure areas are being recruited. Using the cohort model, licensure courses are offered at the ten established Appalachian Learning Alliance locations, which draw candidates from five to seven counties. This program allows candidates to continue to work full-time while seeking to complete state licensure requirements in a timely way. Support resources and appropriate follow-up to ensure high levels of completion, employment, and retention are provided; the ATTP model is incorporated into an existing education alliance to ensure continuity after completion of the project.

Grantees: Cumberland County Schools

Project Director: Donna Weeks donnaw@ccs.k12.nc.us

Project Type: Local/Urban/Rural

Two cohorts of 80 teachers are expected to complete the Lateral Entry Institute within 24 months of beginning this program. Each cohort will consist of mid-career professionals, military-connected employees, and recent college graduates with non-teaching degrees, and

school paraprofessionals with bachelor's degrees. Mentors are trained to provide support to first and second year lateral entry teachers.

Grantee: Elizabeth City State University

Project Director: Claudie Mackey cjmackey@mail.ecsu.edu

Project Type: Local/Rural

Sixty-five paraprofessionals who have bachelor degrees in teacher education and substantial demonstrated career experience will complete the Initially License Teacher and Continuing License process required by the state. One hundred-eighty paraprofessionals, with at least two years of college, will enroll in a teacher education program, complete a bachelor's degree in education, and meet criteria for a Continuing Licensure. Two hundred lateral entry teachers, who have graduated not more than three years before applying to the program, and who have non-teaching degrees, will also complete requirements for Initially License Teacher and Continuing Licensure. The program includes mentoring for two years, cyber classrooms, Virtual College, Weekend-Evening College, new teacher support, national exam seminars (PRAXIS I, II), new teacher orientation, career planning, and an abundance of resources.

Grantee: University of North Carolina at Wilmington

Project Director: Cathy Barlow barlowc@uncw.edu

Project Type: Local/Rural

The Coalition for Transition to Teaching is designed to enable mid-career professionals, especially military personnel, to become educators. Candidates must have completed a bachelor's degree from an accredited university and have an interest in earning licensure in the high need areas of middle grades or secondary level mathematics or science, special education, elementary education, or others identified by the participating school systems. The CT3 program focuses on mentoring and ongoing support processes, such as learning teams, throughout the training period. Candidates received a \$2500 stipend and a laptop computer.

Grantee: Wake County Public School System

Project Director: Monica Glover mglover@wcpss.net

Project Type: Local

The Bridges to Success Network (BSN) focuses on recruiting and retaining lateral entry mid-career professionals and recent non-education college graduates to fill critical needs teaching areas in special education, math, science, and career and technical education. During their first year of full employment, newly employed lateral entry teachers participate in the Bridges to Success Network Institute, a professional development program that includes an orientation and induction program tailored to their specific concerns. University coursework links pedagogical instruction with the daily requirements of the teaching profession. Support networks provide opportunities for communication and collaboration with district master teachers.

NORTH DAKOTA

Grantee: North Dakota State Board For Vocational and Technical Education

Project Director: August Ritter August.Ritter@sendit.nodak.edu

Project Type: Statewide/Rural

This project recruits career-changing individuals, persons with baccalaureate degrees related to teaching content areas, and persons from industry or the military who have specific vocational-technical skills. Components of the program include student teaching, one-on-one mentoring, professional education, and development of individual support systems through the collaboration of content specialists, local administrators, university supervisors, and T2T project directors. While working under an emergency licensure, each candidate develops a professional education plan of coursework to meet requirements for regular licensure and continues to work towards that goal while participating in the project.

OHIO

Grantee: Bowling Green State University

Project Director: Richard Wilson rwilson@bgnet.bgsu.edu

Project Type: Local/Urban

The purpose of Project CLOSE THE GAPS is to secure graduate teaching licensure for a diverse group of secondary and special education educators to be employed in critical teaching shortage areas in Ohio. Individuals who want to change careers and recent college graduates without education degrees are recruited, including a minimum of 40% from five groups of minority citizens: African Americans, Hispanic/Latino, Native Americans, Asians, and persons with disabilities. Candidates will be part-time students in BGSU's Secondary and Special Education Programs and full-time employees in two of Ohio's urban school districts. Coursework and practice are offered on-site in the participating school districts. Participants complete Master's level conditional and alternative licensure programs and have commitments to secure full-time employment and professional licensure upon completion of the program.

Grantee: Ohio State University Research Foundation

Project Director: Deborah Bingham-Catri bingham-catri.1@osu.edu

Project Type: Statewide/Rural/Urban

Two hundred and fifty teachers are being served through partnerships with seven urban and rural LEAs and their IHE partners. A mentoring model provides professional development in the LEAs for mentor participation in order to support teacher retention. An internship model has also been implemented for the LEAs. Eleven pilot partnerships are being reviewed in order to develop a best practices model. The Online Resource Center includes a multi-faceted distance learning system that provides professional development that leads to graduate credit.

Grantee: University of Dayton

Project Director: Thomas Stephens tstephens@ssco.org

Project Type: Statewide/Urban

The University of Dayton's Transition to Teaching program recruits and prepares up to 90 mid-career professionals and recent college graduates from fields other than education to teach children with mild/moderate special education needs. The rigorous training curriculum centers on fulfilling the requirements for the Ohio Conditional Teaching Permit in Special Education. Training courses are offered at night and on weekends in order to ensure increased accessibility to the program. Teachers in training are provided with additional opportunities that prepare them for obtaining an alternative and, subsequently, provisional teaching license. A comparison group of teachers trained through a traditional teacher preparation program will be used to compare effectiveness in the classroom, supervisor's ratings, scores on the Praxis tests, and length of retention in special education.

OKLAHOMA

Grantee: Northwestern Oklahoma State University

Project Director: Sheila Spurgeon skspurgeon@nwosu.edu

Project Type: Local/Mostly rural

One hundred and twenty-five qualified paraprofessionals will be recruited and placed in special education positions in Northwestern Oklahoma by the end of this program. Training is geared towards each candidate passing various state requirements, including the Oklahoma General Education Test, the Oklahoma Professional Teaching Exam for K-12, the Oklahoma Subject Area Tests for Mild/Moderate and Severe/Profound Special Education, teacher candidate portfolios, and student teaching. Each candidate also completes a residency induction program during the first year of teaching.

OREGON

Grantee: Oregon University System Board of Higher Education

Project Director: Holly Zanville Holly_Zanville@ous.edu

Project Type: Statewide/Rural/Urban

Mid-career professionals, school paraprofessionals, and recent college graduates are targeted in this program. About 175 teachers will be trained to serve as mentors for student teachers and beginning teachers. A clearinghouse for recruitment and placement of teachers is used to enhance long-term recruitment and retention strategies. Participating universities provide student teaching placement; stipends are linked to participation activities that have proven effective in retaining teachers.

PENNSYLVANIA

Grantee: Drexel University

Project Director: Fredricka Reisman freddie@drexel.edu

Project Type: National/Regional/Urban

Mid-career professionals and others holding a baccalaureate degree with solid content knowledge in science and mathematics are recruited to become highly qualified certified teachers. The fast-track program includes distance learning courses and workshops that incorporate standards-based instruction, creative problem-solving, and critical thinking, supplemented by the MathForum mentoring and learning activities, as well as periodic group meetings. Research-based skills in using creativity and a heuristic diagnostic pedagogy are used to help the new teachers diagnose their students' learning strengths and special needs and teach to strengths.

SOUTH CAROLINA

Grantee: Clemson University

Project Director: Nancy Dunlap ndunlap@clemson.edu

Project Type: Statewide/Rural/Urban

This program enables individuals with a bachelor's degree and six years of professional work experience to prepare for a teaching career using state-of-the-art distance learning technology. The program is open to individuals located anywhere in the world, who are interested in a second career in public education. The Internet-based courses are available seven days a week, 24 hours per day, to accommodate various time zones and allow participants to complete coursework while addressing personal and professional responsibilities. The marketing plan is focused on recruiting current and retired military and other professionals with backgrounds in critical subject areas, including mathematics, science, and English language arts. Following completion of on-line coursework, participants serve one-year paid internships in South Carolina public schools; interns are the teachers of record in their classrooms and receive first-year teacher salaries. Skilled mentors and university supervisors provide ongoing guidance to interns; follow-up activities continue for an additional two years. The program leads to full-teacher licensure in South Carolina.

Grantee: South Carolina Department of Education

Project Director: Falcia Harvey fharvey@scteachers.org

Project Type: Statewide/Rural/Urban

This program consists of pre- and post-placement induction or support activities that include pre-service coursework and a sustained in-service training program. Long-term recruitment and retention strategies, such as a statewide clearinghouse for the recruitment and placement of teachers, have also been developed.

TENNESSEE

Grantee: Tennessee Department of Education

Project Director: Susan Doughty Susan.Doughty@state.tn.us

Project Type: Statewide/Urban

Potential math and science teachers are recruited for this two-component project to fill positions in identified high-need school systems in Tennessee. One component utilizes the Tennessee Board of Regents on-line degree program as the delivery system for a statewide alternative licensure plan targeting mid-career professionals and new college graduates with academic and/or employment backgrounds in the fields of math and science. The second component recruits potential teachers with similar backgrounds specifically for the Memphis City school system from West Tennessee, Northern Mississippi, and Eastern Arkansas. This component offers an alternative licensure program delivered on-site by the Memphis Teacher Training Institute using modules that relate specifically to the unique characteristics and challenges of urban education. Program participants in both components are provided supervision, an induction guide, mentoring, and professional development through agreements with the LEAs in which they are hired.

TEXAS

Grantee: College of the Mainland

Project Director: Carla Boone cboone@com.edu

Project Type: Local/Urban

The Transition to Teaching program builds on the Partners in Alternative Certification for Teachers (PACT) program to fill critical needs areas in math, science, special education, and bi-lingual education in Galveston County. Three hundred new teacher candidates are being recruited over five years into the PACT program. Local school districts are involved in the development, design, and evaluation phases of the alternative certification program. Teacher candidates are supported with specialized workshops and seminars, internships, mentoring, and professional development. New certification areas have been developed in high-need subjects based on the Texas State Board of Educator Certification Approved Standards.

Grantee: Intercultural Development Research Association

Project Director: Maria Robledo Montecel Robledo.Montecel@idra.org

Project Type: Statewide/Rural/Urban

The purpose of this project is to increase the numbers of bilingual and English as a second language teachers (ESL) in Texas districts with high numbers of limited-English- proficient students. Mid-career professionals, including retired military, professionals who are foreign-educated in Mexico and other Spanish-speaking countries, and recent college graduates are targeted. Pre-service training and support ensure candidates become fully qualified to teach in bilingual and ESL classrooms. Participants are placed as interns or new teachers with an emergency teaching certificate during the teacher preparation and credentialing phase. Specialized support and in-service training are provided during the certification process and one year beyond.

Grantee: Midwestern State University, The West College of Education

Project Director: Grant Simpson grant.simpson@mwsu.edu

Project Type: Local/Rural/Urban

The West College of Education at Midwestern State University (in collaboration with Region IX Education Service Center, Vernon College, and seven area school districts) has 46 mid-career adults and 14 paraprofessionals seeking teacher certification through the SUCCESS Project in math, science, bilingual education, and special education. . The accelerated pathways to teaching include field-based teacher preparation experiences, learner-centered instruction, strong academic content, and data-driven decision making. Special education candidates are certified in non-violent crisis intervention strategies and receive special coursework in the needs of students with emotional/behavioral disorders or violent/aggressive behavior. Distance education technologies help to ease the travel burden of participants.

Grantee: Northside Independent School District

Project Director: Jayme Presley jaymepresley@nisd.net

Project Type: Local/Urban

Over 125 career-changing professionals with strong academic credentials, recent college graduates with BAs in areas other than education, and paraprofessionals with at least two years of postsecondary coursework and strong academic credentials will be employed as certified teachers as a result of this program. These teachers will fill shortages in bilingual education, special education, secondary math, secondary science, and secondary computer science classrooms. Participants enroll in courses at our Lady of the Lake University, and are supported with mentors, tutoring to pass the state certification examinations and web based on-line accounts.

Grantee: Region XIII Education Service Center

Project Director: Becky Washington Becky.Washington@esc13.txed.net

Project Type: Local/Urban

Eighty bilingual and 40 special education teachers are being prepared to teach in the Austin Independent School District. Mid-career professionals and recent college graduates participate in the program. Preparation includes a structured pre-service training program that prepares interns for initial entry into the classroom about 4.5 months after the program start date. Mentoring is offered for the first two years of teaching as well as a program of continued professional development. Two instructional facilitators provide onsite guidance to support the literacy and math instruction provided during the pre-service and in-service training phase. In addition, school-based mentors are trained to provide support aligned with meeting the needs of beginning teachers.

Grantee: Texas A&M University
Project Director: Jon Denton jdenton@tamu.edu
Project Type: Local/Urban/Rural

Up to 40 science/math teachers will enter teaching through this program each year. Prospective candidates for the program include graduate students in science departments in area universities and recent graduates. After an orientation session, participants are access thirty-one on-line web based modules. After successfully completing the on-line modules, they are assigned to a forty-hour supervised teaching field-experience in a secondary school where they observe and participate in teaching, are introduced to classroom management techniques, and review life science and biology teacher competencies. Successful participants are hired as interns in entry-level teaching positions while being mentored by experienced and capable teachers and supported by university supervisors.

Grantee: Texas A & M Research Foundation
Project Director: Mel Griffin mgriffin@tamu.edu
Project Type: Statewide/Urban/Rural

This program is a partnership of the Texas A & M Research Foundation and eight regional universities. All partners will apply for and receive approval for their individual alternative routes to teacher certification programs. A primary goal of this effort is to provide high-quality alternative routes to certification for interested candidates throughout Texas. The program proposes to prepare over 450 teachers across the nine participating universities. Training includes university courses, internships, workshops and seminars as well as support from trained mentors.

Grantee: University of Texas-Pan American
Project Director: Glendelia Zavala gzavala@panam.edu
Project Type: Local/Rural

A total of 90 mid-career professionals, recent college graduates, and highly qualified school paraprofessionals are being recruited for the Supporting Teachers Across Rural Schools (STARS) program. Candidates participate in three-day weekend orientation seminars and then enroll in professional development seminars and non-traditional coursework that supports the high need areas of bilingual education, English as a Second Language, math, science, and special education. Web-based courses, field-based courses, flexible scheduling, chat rooms, and listserves are all included. Following the coursework, participants serve in a nine-month internship as “Teacher of Record” in high-needs schools where they are mentored by experienced classroom teachers and observed and assessed by a university clinical faculty member. ExCET/TexES review seminars focus on the objectives of the two state-mandated assessments. A three-year induction program includes professional development institutes, seminars, and the shadowing of experienced teachers.

UTAH

Grantee: Utah State Department of Education

Project Director: Ronald Stanfield rstanfie@usoe.k12.ut.us

Project Type: Statewide/Rural/Urban

Utah Transition to Teaching Alternative Program (UTTAP) recruits, trains, licenses, places, and retains teachers for five high-need districts. The project is a collaboration between the Utah State Office of Education, Salt Lake Community College, Utah Educational Network, and the five participating school districts. The program is based upon the ten Interstate New Teacher Assessment and Support Consortium (INTASC) principles. Once participants are employed by one of districts (a requirement for program participation), an advisor reviews their transcripts and develops a Professional Growth Plan that outlines steps to licensure. The advisor maintains a close working relationship with participants, tracking their progress, solving problems, and providing support. This field-based program provides an innovative, streamlined curriculum of five core competencies, also based on the INTASC principles. Course work is delivered via distance learning technology at five learning sites, one for each district, with courses delivered on a rotating schedule. Participants also attend workshops tailored to address specific needs. In addition, each participant has a district mentor who coaches them during the three years of the program. During the second year, teachers are required to produce a working portfolio. UTTAP teachers are issued full licensure at the end of the first year.

Grantee: Western Governors University

Project Director: Marti Garlett mgarlett@wgu.edu

Project Type: National/Regional/Rural/Urban

This grant allows a previous Department of Education Star Schools grant to proceed with the implementation of three degrees and three post-baccalaureate programs, all of which include full teacher certification: a B.A. in Interdisciplinary Studies (preK-8); a B.A. in Mathematics (5-12); a B.A. in Science (5-12); and the post-baccalaureate certification programs attendant to those three disciplines (elementary education, secondary math, and secondary science). Recruitment of paraprofessionals is ongoing, with many already enrolled. WGU provides support services, including administrative services (admissions, course registration, assessment delivery, and financial aid), plus close mentoring throughout the degree program. Peer support is offered through online learning communities. Partner LEAs support participants through the recruitment and application process, placement help in finding an appropriate teaching position, and by identifying an on-site clinical supervisor. Partner LEAs also provide in-service development once participants become teachers.

VIRGINIA

Grantee: Newport News Public Schools

Project Director: Belinda G. Gimbert belinda.gimbert@nn.k12.va.us

Project Type: Local/Urban

Paraprofessionals, recent college graduates, and career switchers are being recruited for this program to fill high-need areas in secondary mathematics, science, social studies, and English, with special education and literacy approval in the Newport News Public School System. Candidates receive training in content areas, performance standards, pedagogy, related curriculum, classroom management, and technology. Mentors are provided during the first three years of teaching.

WISCONSIN

Grantee: Milwaukee Public Schools

Project Director: Jodi Toman tomanjl@milwaukee.k12.wi.us

Project Type: Local/Urban

Recruitment for this program takes place through local 'home-grown' recruitment methods, with the assumption that teachers will be more committed to their students if they come from and are an integral part of the community in which they have chosen to teach. A website lists each program involved in alternative teacher certification and provides links among the programs. Both face-to-face and technological mentoring support is provided for teachers, especially during their crucial early years in the classroom.

Grantee: Wisconsin Department of Public Instruction

Project Director: Sue Grady sue.grady@dpi.state.wi.us

Project Type: Local/Urban

At least 60 individuals will become certified teachers in core academic subjects by the end of this program. Educational assistants and persons with a bachelor or master's degree, with a special interest in underrepresented groups such as African Americans, American Indians, and Southeast Asian refugees, are being recruited to teach in the Milwaukee Public Schools and neighboring school districts in the areas of math, science, technology, reading, and foreign language (Hmong and Lao). Pre- and post-placement induction and support activities are provided to all participants; a webpage links to relevant programs and services and provides a technology-based clearinghouse and dissemination program.